



Warren Township Schools Strategic Plan 2025-2030 Board of Education Executive Summary



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Executive Summary

In preparation for the development of Warren Township Schools' next five-year strategic plan, to be implemented from the 2025-2026 through 2029-2030 school years, the district initiated the Strategic Planning process in the Summer of 2024.

Planning took place through the 2024-2025 school year, with approval of the Strategic Plan by the Board of Education during the year, for plan initiation commencing with the start of the 2025-2026 school year.

Why Strategic Planning?

An overview of the Strategic Planning Process was provided to the Board's Ad Hoc Committee for Strategic Planning in August, 2024.

This presentation outlined the strategic planning process to be undertaken by the Warren Township School District. It emphasized the importance of a strategic plan in providing a roadmap for the district's future, aligning resources, and fostering collaboration. The presentation detailed the six phases involved in the Institute Process, which guided the district's strategic planning efforts - presenting the plan's purpose, gathering stakeholder input, analyzing data, creating the plan, and sharing it with the community. The presentation concluded by highlighting the significance of stakeholder involvement and ongoing evaluation to ensure the plan's success.

Survey

A community input survey was developed and launched to secure strategic planning data. This anonymous survey included ranked, multiple choice, and open-ended questions. The priority areas included ranking the importance of various themes, such as curriculum and student wellness, as well as how financial resources should be allocated (e.g., towards enrichment programs or facilities). Respondents were also asked about specific challenges facing the district, desired skills for students, and their vision for the district's future.

Survey results showed the following respondent top priorities for the district:

500 Responses:

77 Community Members
107 Staff
40 PreK Parents
246 K-5 Parents
103 6-8 Parents
95 Alumni Parents

Approximately 120 provided suggestions.

Overall Satisfaction:

- Overall satisfaction with the district appears generally positive, with an average satisfaction score of 77 out of 100.
- A vast majority (96.75%) believe quality schools contribute "a great deal" or "a lot" to local property values.

Key Strengths & Positive Feedback:

- **Teachers and Staff:** Consistently cited as a major positive impact on students' experiences. Respondents frequently mentioned caring, supportive, professional, and dedicated teachers, principals, and staff.
- **School Community & Environment:** Many respondents appreciate the safe, supportive, and positive school environment, small class sizes, and strong sense of community.

- **Academic Programs:** Specific programs like Math Enrichment, REACH, E2, and language instruction received positive mentions. The core academic courses were ranked as the highest priority for resource allocation.
- **PTO Involvement:** PTO events and activities were frequently mentioned as positive contributors to the school experience.

Areas for Improvement & Potential Strategic Goals:

1. Academic Rigor & Preparation:

- **Trend:** While many feel students are prepared for the next grade (Q3: 58% "A great deal" or "A lot"), a significant number of comments express a desire for a more challenging curriculum, particularly in elementary grades to prepare for middle school. Comments centered on writing skills, reading comprehension (vs. graphic novels), lack of homework, and readiness for high school demands.
- **Potential Goal:** Enhance academic rigor across all grade levels, focusing on strengthening foundational skills (reading, writing, math), increasing challenges, and ensuring smooth transitions between elementary, middle, and high school.

2. Voice & Engagement:

- **Trend:** Effectiveness of assessments received mixed reviews (Q4: 44% "Extremely" or "Very effective," 41% "Somewhat effective"). Comments highlighted a lack of clarity on student progress, infrequent or generic feedback, limited homework for reinforcement, concerns about standardized tests (iReady), and a desire for more frequent/detailed communication from teachers. Virtual community forums were the most preferred communication method (Q8).
- **Potential Goal:** Improve communication methods regarding student progress and curriculum, refine assessment strategies to provide meaningful feedback, and explore parent preferences for communication tools (e.g., virtual forums, website enhancements).

3. Student Well-Being:

- **Trend:** Mental health counseling/support was the highest prioritized wellness strategy (Q14). Other priorities included nutrition/physical

education and stress management. Concerns were raised about social media's impact, bullying, and the need for social-emotional learning (SEL), though some felt SEL “detracted” from academics.

- **Potential Goal:** Strengthen mental health supports and implement prioritized wellness strategies (counseling, nutrition, physical education, stress management), including education on social media impacts and robust anti-bullying programs.

- **Trend:** Happiness with extracurriculars varied (Q6: 52% "Extremely" or "Quite happy," 31% "Moderately happy"). Suggestions included offering more variety (especially non-sports options like debate, STEM, arts, coding), ensuring equity across schools, addressing cost concerns, improving communication/sign-up processes, and considering student interests more (Q7).
- **Potential Goal:** Expand and diversify extracurricular offerings based on student interest and needs, ensuring equitable access and affordability across all schools, and improving the communication and registration process.

4. Safety & Facilities:

- **Trend:** Suggestions for safety improvements included resource officers in each school, security vestibules (especially at WMS), better monitoring, addressing bullying, and concerns about locked classroom doors. Facility improvements desired include AC in all buildings, kitchens for fresh lunches, more space/classroom updates (especially at Central/Woodland), improved parking/traffic flow, and better fields. Small class size remains extremely important to most (Q22).
- **Potential Goal:** Enhance school safety measures based on stakeholder feedback (e.g., personnel, vestibules, monitoring) and prioritize facility improvements focusing on climate control (AC), potential space needs due to growth, and updated learning environments while maintaining small class sizes.

Emerging Challenges:

- **Growth & Changing Demographics:** A frequently cited challenge is managing the influx of new students due to housing developments, maintaining small class sizes, ensuring adequate space and resources, and integrating diverse populations effectively.
- **Resource Allocation:** Balancing priorities like academic programs, teacher/staff support, security, technology, facilities, and small class sizes within budget constraints is crucial. Teacher/staff professional development and support were highlighted as important investment areas.

Summary of Open-Ended Survey Responses

How Well Do You Feel Your Child's School Is Preparing Your Child For The Next Academic Year?

The majority of parents felt that their child is being well-prepared.

[Areas for Growth] Many parents feel the curriculum should be rigorous and challenging, particularly in English Language Arts. There are comments about a desire for more homework, real vs virtual textbooks, and communication regarding student progress. Some are worried about the transition to middle school, citing a perception of a lack of preparedness in 5th graders.

How Well Do The School's Ways Of Evaluating Learning/Assessments Work For Your Child?

[Areas for Growth] Some parents believe there is an over-reliance on standardized tests like iReady, especially for younger grades. There are concerns about a perceived lack of communication on student progress and the types of assessments. Some feel that alternative assessments, like teacher evaluations, should be used more. Other parents would like to see additional cumulative assessment at the middle grades.

How Happy Are You With The Choice Of Extracurricular Activities At Warren Township Schools?

Parents are very pleased to have extra-curricular offerings at school.

[Areas for Growth] There is a desire for more variety and options in extracurricular activities, including those beyond sports. Concerns are raised about the cost of PTO-run clubs and limited availability. Parents suggest better communication about activities and ensuring quality and accessibility for all students.

How Well Do The Activities Offered At Your Child's School Match His Or Her Interests?

Parents who wish for change would like additional extracurricular offerings, particularly for students not interested in sports. There is a desire for more diversity in activities, consistent offerings across elementary schools, and more affordable options.

Do You Think The 1:1 Chromebooks Provided Have Improved Your Child's Education?

[Areas for Growth] Despite overwhelming support for Chromebooks, there are concerns about excessive screen time, a potential negative impact on writing skills, and a lack of traditional learning methods due to Chromebooks. While some acknowledge the benefits of technology integration, others feel Chromebooks are not always used effectively and create challenges for parental involvement. These areas of concern were only echoed by 10% or fewer of all respondents.

What Are 3 Things That Have Had A Positive Impact On Your Child's Experience?

Parents highly value dedicated teachers, strong and supportive school leaders, a strong and supportive school community, and a variety of academic and enrichment opportunities for their children.

What Are Three Things About The School Experience That We Could Change To Make Your Child's School A Better Place?

Parents suggest improvements to academics, including a more rigorous curriculum, better communication, and addressing concerns about excessive screen time. They also want a strong school community with smaller class sizes, increased equity and inclusion, and attention to bullying and social dynamics.

Do You Think Other Digital Resources Provided, For Example, Digital Textbooks, Adaptive Practice Programs, Assessment Platforms, Etc., Have Improved Your Child's Education?

Responses were supportive of the digital resources with approximately 20% indicating that they were not satisfied. While most parents see benefits in digital resources for personalized learning and accessibility, others express concerns about over-reliance on technology, the impact on writing skills, and a lack of traditional learning methods. It is noted that fewer than 40 respondents offered an additional comment.

Safe & Supportive Environment: What Specific Suggestions Do You Have For Improving School Safety?

Parents suggest a multi-faceted approach to school safety, including increased security personnel, improved technology, stricter access control, and addressing student behavior through clear consequences and education.

Safe & Supportive Environment: What Specific Suggestions Do You Have For Promoting Inclusivity?

Suggestions focus on creating a culture of inclusivity through curriculum, staff diversity, and programs that celebrate differences. Parents also recommend addressing bullying, promoting cross-cultural awareness, and ensuring accessibility for all students.

Please Share Comments You May Have About The Academic Experience.

Concerns include the new language arts curriculum, lack of support for some learners, over-reliance on technology, and large class sizes. Suggestions focus on rigor, providing more individualized attention, and incorporating real-world learning experiences.

What Suggestions Do You Have For Expanding Or Improving Extra-Curricular/Athletic/Club Offerings?

Some parents suggest increasing the variety and diversity of offerings, involving students in decision-making, and ensuring accessibility and affordability for all. Specific needs mentioned include expanding options beyond sports, continuing the archery program, and offering more coding and technology-focused clubs.

What Suggestions Do You Have For Expanding Or Improving Academic Offerings?

Suggestions focus on ensuring increased rigor, providing support for diverse learners, incorporating real-world learning, and addressing concerns about technology use and large class sizes. Specific needs mentioned include updating the social studies curriculum, offering more language classes, and improving support for gifted and talented students. Focus also remains on keeping class sizes small.

What Suggestions Do You Have For Expanding Or Improving Facilities?

Concerns focus on the lack of cafeterias/kitchen facilities, outdated HVAC systems, and limited classroom space. Suggestions include building new facilities (specifically focusing on early childhood), updating existing ones, and ensuring accessibility for all students.

What Skills And Qualities Should A Student Possess When They Exit Warren Township Schools?

Parents emphasize the need for well-rounded graduates who are proficient in core subjects, possess strong critical thinking and social-emotional skills, and are prepared for the challenges of higher education and the workforce.

Please Share Comments You Have On Resource Allocation.

Feedback emphasizes prioritizing resources for students, teachers, and small class sizes. There are concerns about over-reliance on technology and large class sizes. Suggestions include focusing on core basics, utilizing internal expertise, and improving communication and collaboration.

As Warren Township Grows, Is There Anything You Want Warren Township Schools To Focus On?

Priorities include maintaining high standards of education, keeping class sizes small, ensuring equity and inclusion, and addressing space constraints and facility needs. There is also a focus on adapting to changing demographics, promoting innovation, and prioritizing student wellness.

Please Share Any Additional Thoughts Or Feedback That The Strategic Planning Engineering Team Should Consider.

Feedback includes suggestions for improving data collection, addressing teacher well-being, supporting special needs students, and ensuring equity across schools. Specific suggestions include re-evaluating iReady, improving communication, and considering a separate early childhood building.

Strategic Planning Meetings

Ad Hoc Committee Meetings

The Ad Hoc Committee of the Board of Education met regularly throughout the Strategic Planning process to review progress, reflect on emerging trends and themes, offer feedback to the facilitators, consult with school administration, and coordinate with the Board of Education, Engineering Team, and Stakeholders.

Engineering Team Meetings

To advance the strategic planning process informed by stakeholder feedback, the Institute convened Engineering Team Meetings at each school. These sessions focused on analyzing survey results, refining goals and action items, and identifying emerging competencies and growth opportunities. Featuring student showcases and building tours, the meetings effectively centered the planning process on the core element - the students themselves.

Stakeholder Input Sessions

Facilitators met with students, all staff (teachers, paraprofessionals, and support staff), and held two open-community forums, attended by community and staff members. These sessions were in-person, and after being given an overview of the strategic planning process, walked through similar exercises designed to facilitate conversation on priorities stakeholders saw as key to incorporate into the District's next 5-year strategic plan.

Stakeholder Input Sessions

Student, Community, and Staff Stakeholder Input Sessions

November 4 & 5, 2024

Key Data from Top “Actionable” Priorities

In-person stakeholder sessions were held on November 4th and 5th with students, all staff (teachers, paraprofessionals, and support staff), and two open-community forums which were attended by community and staff members. After an overview of the strategic planning process, the sessions were designed to facilitate conversations on stakeholder priorities for the District’s next 5-year strategic plan.

The following priorities emerged from these stakeholders:

- **Student Well-Being & Support:** This priority encompasses SEL, academic support, and special education, highlighting a need for a holistic approach to student success addressing emotional, social, and academic needs. Some participants felt this should be the primary focus, as it impacts everything else.
- **Respect & Value for Staff:** It is important to continue ensuring staff are heard and valued. It is reported that feeling heard, respected, and supported is crucial for teacher morale and retention. Staff suggested an evaluation of compensation be considered for custodians and paraprofessionals.
- **Reduce Teacher Workload:** Staff requested a consideration of streamlining meetings, eliminating unnecessary tasks, and protecting planning time to ensure continuation of teacher well-being and effectiveness.
- **Continue to Understand “Teacher Burden:”** Staff seek continued and ongoing empathy and support from administration, noting that recognizing the increasing demands on teachers to be crucial for maintaining morale and retention.
- **Continue to “Trust” Teachers:** Teachers appreciate autonomy and respect for their professional judgment in their time management, classroom practices, and curriculum decisions. Teachers voiced their desire to continue to be part of decisions and conversations.
- **Continue to Maintain a Positive School Culture:** This includes celebrating diversity, fostering a supportive environment, and emphasizing care for students. Such focus creates a foundation for success, and should be nurtured continuously.

Key Themes:

- **Safety & Security:** A safe and secure learning environment creates the foundation for a successful learning and working environment.
- **Curriculum & Instruction:** This theme focuses on the "how" of teaching. There is a belief among some respondents that prioritizing the "who" (students and teachers) in strategic planning will naturally lead to better outcomes in this area.
- **"Rethink" Technology & Assessment:** Some staff noted concerns that "over" reliance on technology and standardized testing is hindering authentic learning. A more balanced approach is suggested by respondents.
- **Address Special Education Concerns:** This concern includes appropriate support, staffing, and resource allocation for special education students.
- **Continue to Support Staff Well-being:** This theme includes providing resources for mental health and appreciating staff efforts. A focus on well-being contributes to a positive and productive work environment.
- **Continue Student Support:** This theme encompasses SEL programs, in-class support, and any initiatives that benefit student learning and well-being.
- **Continue to Promote Collaboration & Teamwork:** This theme includes open communication, collaboration with the union, and parent involvement.

Actionable Items:

- **Immediate Needs:**
 - Safety vestibule construction.
 - Need for flexible and adaptable AI policies and procedures.
 - Addressing chronic absenteeism and the I&RS process.
 - PreSchool programming and transportation.
- **Short-Term Goals:**
 - Invest in SEL programs and mental wellness resources.
 - Provide more support for special education, including curriculum and staffing.
 - Review and adjust teacher workload and compensation.
 - Improving communication and feedback mechanisms between teachers and administration.
 - Re-evaluate and assess teacher workload.

- Evaluate meetings that occur during planning time.
 - Improve meeting effectiveness and communication.
 - Address concerns about paraprofessional work expectations.
 - Review special education practices and resource allocation.
 - Analyze technology efficacy, including the use of iReady and Chromebooks.
- **Long-Term Goals:**
 - Develop a plan for curriculum alignment and 21st-century skills integration.
 - Improve “building conditions” (air conditioning, wifi, etc.)
 - Develop a balanced approach to technology and assessment.
 - Continue to foster a culture of trust and collaboration.
 - Address concerns about grading practices and student support.
- **Continue & Strengthen:**
 - Programs that support student well-being and learning.
 - Open communication and collaboration between the District and parents.
 - Efforts to foster a positive and inclusive school culture.
 - Professional development opportunities that are flexible and relevant.
- **Continue to Maintain Focus On:**
 - Understanding and addressing teacher workload and stress.
 - Supporting staff through effective training and appreciation.
 - SEL and positive school climate initiatives.
 - Strong academics and enrichment opportunities.

Student Input

- More reading/book club/teams, including those “student led”
- More field trips
- Class pet/therapy dogs
- Additional lunch options/birthday cakes
- Safety Patrol at all schools
- More assemblies/concerts
- Evaluate order of lunch/recess, specifically “calm down” time
- Challenge students that need it/meet students who want to learn at their own pace

Engineering Team Meetings

Engineering Team Meeting #1

Engineering Team Kick-Off

November 26, 2024

Zoom

The Engineering Team Kick-Off Meeting was strategically held in the evening via Zoom to ensure maximum participation. Most members of the Engineering Team were in attendance and participated.

- **Review key trends and insights** gathered from the first two community input sessions, the student input session, and the staff input session.
- **Brainstorm and discuss** how these trends align with the needs and aspirations of our community.
- **Collaboratively generate ideas** for the strategic plan, focusing on key areas for improvement and growth.
- **Discuss the development of a community-wide survey**, to be distributed in December, 2024, that will further inform our strategic planning process.

Engineering Team Meeting #2
December 18, 2024
Woodland School

In the Engineering Team's second meeting, members envisioned an ideal classroom characterized as Engaging, Inviting, and Welcoming, while also emphasizing additional qualities such as a nurturing, warm, comfortable, and creating a community-oriented environment that fosters fun, happiness, homeliness, inclusivity, inspiration, safety, and a sense of belonging. Members reflected that “we don’t need to completely reinvent the wheel in Warren.” There was conversation that Warren Township can build on the strengths we have with an eye to the future.

Vision of the Future

Members envision a future where Warren Township Schools are a model of academic excellence and inclusivity. When asked to develop future headlines celebrating the success of the Strategic Plan, the Engineering Team identified the following potential outcomes:

Driven by rising enrollment and diversity, the district will experience significant growth, expanding by X percent over the next 5 years while maintaining its 190-year tradition of academic excellence. This growth will be accompanied by a focus on inclusivity, ensuring every student thrives in an inclusive, safe, academic enriched environment.

Warren will be recognized nationally for academic achievement and inclusive practices, fostering social-emotional growth for all Warren students. The district will empower students to express their individuality through differentiated needs and inspire innovation by elevating all learners.

The construction of a new, state-of-the-art elementary school, designed with student input, will symbolize Warren's commitment to preparing students for the future. Ultimately, Warren Township School District will become a leader in achieving academic excellence and fostering an environment of inclusivity during this period of record growth.

Action Items

The Engineering Team identified potential action items to meet this vision of continuing excellence. It is clear that the Engineering Team envisions a future where Warren Township Schools is committed to a multi-faceted approach to continuing excellence, with a strong focus on holistic student development. Academic excellence remains a core priority, with action items focused on various facets of core competencies. This is evident in the emphasis on:

Social-Emotional Learning (SEL): Expanding ambassador programs, fostering a growth mindset, and prioritizing a safe and inclusive environment all contribute to student well-being.

Meeting Individual Needs: Reimagined support systems, including tiered supports, foundational skills programs, and provisions for special education and gifted and talented students, demonstrate a commitment to personalized learning.

Student Voice: Supporting and engaging students should be a priority with opportunities for students to participate in the building of their future. This is further supported by creating and providing student interest surveys and building room for choice when appropriate.

Rigor and Achievement: Prioritizing academic rigor, engaging students in STEM projects, and maintaining smaller class sizes all contribute to a high-quality learning experience.

Future-Ready Skills: Addressing digital citizenship in the age of AI and providing real-world learning experiences equip students with essential skills for the future.

Strategic Planning and Infrastructure: Creating a 5-year strategic plan, addressing capacity issues with expanded facilities, and ensuring a community willingness to constantly improve all demonstrate a long-term vision.

Inclusivity and Support: Increasing staff diversity, consciously welcoming new families, and providing elevated professional development for staff foster a supportive and inclusive environment.

By strategically addressing these interconnected areas, the Engineering Team will continue to create a Strategic Plan to ensure Warren Township Schools continue to provide a comprehensive and enriching educational experience for all students.

Summary and Feedback from Participants

Participants overwhelmingly described these strategic planning sessions as productive, collaborative, and thought-provoking. They appreciated the opportunity to engage in meaningful conversations about the future of Warren Township Schools and contribute their diverse perspectives. There was a palpable sense of excitement and hope for the future, with many expressing gratitude for the chance to shape the educational experience for Warren students.

Productivity and Positive Energy: Words like "productive," "meaningful," "exciting," and "positive energy" frequently appeared in the feedback, indicating a sense of accomplishment and optimism. Participants felt the sessions were well-organized and facilitated, leading to valuable outcomes.

Collaboration and Shared Vision: The collaborative nature of the sessions was highly valued. Participants appreciated the opportunity to exchange ideas with colleagues, administrators, and community members, fostering a sense of shared ownership in the strategic planning process.

Thought-Provoking Discussions: The sessions sparked insightful discussions and generated new ideas. Participants found the activities engaging and appreciated the opportunity to delve into critical topics related to the future of education in Warren.

Focus on Inclusivity: The theme of inclusivity resonated strongly with participants. They emphasized the importance of providing an environment where every student feels valued and supported, with a focus on differentiated instruction and meeting individual needs.

Value of Diverse Perspectives: Participants recognized the importance of gathering input from a variety of stakeholders. They highlighted the benefit of hearing different perspectives and emphasized the need to avoid groupthink in the decision-making process.

Clarity and Organization: While the sessions were generally well-received, some participants suggested improving the clarity and organization of certain activities. For example, more analysis and less raw data on the priorities handout, specifically, "perhaps categorizing and combining the priorities and themes."

Building on Existing Strengths: Participants emphasized the importance of recognizing and building upon the district's existing strengths while planning for the future.

Communication and Transparency: Some participants expressed a desire for more information about current district practices, particularly regarding programs for gifted and talented students, special education, and inclusion.

Facilitating Connections: A suggestion was made to incorporate brief introductions at the beginning of sessions to help participants connect and foster a sense of community.

Engineering Team Meeting #3
January 15, 2025
Central School

This Engineering Team meeting transitioned the trending themes to potential goals.

Trending Themes → Goal Development:

- **Competencies:** Academic, Assessment, Social-Emotional
- **Voice & Engagement:** Enhanced communication, Student Voice & Leadership, Extra-Curriculars
- **Equity & Consistency:** Support & Inclusion, Enrichment, Resources
- **Health, Wellness, & Safety:** Wellness, Staff Retention, School Security
- **Facility Use & Expansion:** Space & Expansion, Pre-School, HVAC, Plan for growth

The Engineering Team began to assign themes and trends into existing headings for further clarification, classification, expansion, and review. The following Priorities were identified as emerging trends:

1. Competencies (Academic and Social-Emotional)

- **Focus:** Develop a comprehensive approach to education that values both academic rigor and social-emotional development, ensuring students are well-rounded and prepared for future challenges.
- **Key Themes:**
 - **Research-based instruction and interventions:** Implement evidence-based practices to enhance teaching and learning, particularly in literacy and mathematics.
 - **Critical thinking and problem-solving:** Emphasize the development of critical thinking, problem-solving, and analytical skills across all subjects.
 - **Technology and digital literacy:** Integrate technology effectively and teach students about digital citizenship, online safety, and the responsible use of AI.
 - **Civics education:** Enhance civics instruction to foster informed and engaged citizens.
 - **Collaborative teaching:** Expand collaborative teaching across disciplines to provide integrated and engaging learning experiences.
 - **Assessment:** Create communication around evaluation and assessment practices, focusing on core and extended academic subjects. Consider additional alternate assessments.

- **Elevate academic rigor:** Continue to implement a challenging curriculum with high expectations, advanced learning opportunities, and enrichment programs for all students.
- **Prioritize core skills:** Emphasize foundational skills in reading, writing, mathematics, and critical thinking across all grade levels.
- **Promote student agency:** Encourage student-led learning, project-based activities, and real-world applications to foster deeper understanding and engagement.
- **Support diverse learners:** Provide differentiated instruction, individualized support, and appropriate interventions to meet the needs of all learners, including those with special needs and those who excel.
- **Cultivate social-emotional skills:** Integrate social-emotional learning (SEL) into the curriculum, focusing on developing empathy, communication skills, self-awareness, and responsible decision-making.
- **Limit technology:** Re-evaluate the use of technology and promote a balance between digital and traditional learning methods to enhance critical thinking, social interaction, and physical activity.
- **Class size:** Continue prioritizing small class sizes

2. Voice and Engagement

- **Focus:** Create a school environment that empowers students to actively participate in their learning, express their perspectives, and contribute to the school community.
- **Key Themes:**
 - **Student-centered learning:** Implement student-centered learning approaches that provide choice, encourage collaboration, and foster ownership of learning.
 - **Extracurricular promotion and expansion:** Expand and diversify extracurricular offerings to provide opportunities for all students to explore their interests and develop their talents. [Student-led clubs and activities were mentioned by students]
 - **Student voice and leadership:** Provide opportunities for students to share their perspectives, participate in decision-making, and contribute to school improvement efforts.
 - **Encourage active learning:** Implement engaging instructional strategies, such as project-based learning, hands-on activities, and collaborative projects.
 - **Enhance communication:** Foster open and transparent communication between students, teachers, parents, and administrators.

- **Create a welcoming environment:** Continue to cultivate a school culture that values student voice, celebrates diversity, and promotes a sense of belonging for all students.

3. Equity and Consistency

- **Focus:** Ensure equitable access to high-quality education and consistent experiences for all students, regardless of their background or which school they attend.
- **Key Themes:**
 - **Support for all learners:** Provide differentiated instruction, individualized support, and appropriate interventions to meet the diverse needs of all learners.
 - **Inclusion:** Strengthen inclusion efforts and ensure all students feel a sense of belonging and have the opportunity to succeed.
 - **Gifted and talented program:** Develop a strong and dedicated gifted and talented program to meet the needs of high-achieving students.
 - **Special education support:** Provide comprehensive support and resources for special education students and their families.
 - **Equity in resources:** Address any actual or perceived inequities in resources and opportunities across schools, ensuring all students have access to the same quality of education and access to high-quality facilities, technology, and support services.
 - **Support for diverse learners:** Provide equitable support for students with diverse learning needs, including those with special needs, gifted students, and those from different socioeconomic backgrounds.
 - **Inclusive practices:** Promote inclusive practices and culturally responsive teaching to create a welcoming and supportive learning environment for all students.
 - **Address disparities:** Actively address any real or perceived disparities in academic performance, opportunities, or resources among different student groups.

4. Health, Wellness, and Safety

- **Focus:** Prioritize the physical, mental, and emotional well-being of students and staff, creating a safe and supportive learning environment.
- **Key Themes:**
 - **Student wellness:** Provide mental health support, address student stress and anxiety, and promote healthy lifestyle choices.
 - **Security:** Enhance security measures, including updated vestibules, security cameras, and potentially a resource officer at each building.

- **Safety protocols:** Implement and enforce safety protocols, such as those related to allergies and student behavior.
- **Enhance safety measures:** Implement comprehensive safety protocols, including secure facilities, trained personnel, and effective emergency procedures.
- **Encourage healthy habits:** Promote healthy lifestyle choices, including physical activity, nutritious food options, and education on the responsible use of technology and social media.
- **Create a positive climate:** Continue to foster a school climate that prioritizes student well-being, encourages positive social interactions, and supports students' physical and emotional development.
- **Staff Recruitment & Retention:** Staff wellness, competitive salaries, professional development and support for staff

5. Facility Use and Expansion

- **Focus:** Provide modern, safe, and inclusive learning environments that accommodate the growing student population and support diverse learning needs.
- **Key Themes:**
 - **Space and expansion:** Address space constraints and potential overcrowding by building a new school, expanding existing facilities, or realigning grade levels.
 - **Early Learning Center:** Consider building a separate Early Learning Center to accommodate the growing preschool and kindergarten population.
 - **Cafeteria:** Consider adding cafeterias or improving existing ones to provide students with healthier and more varied food options.
 - **Security vestibules:** Update security vestibules across the district to enhance safety.
 - **Flexible learning furniture:** Consider flexible learning furniture to support diverse learning styles and activities.
 - **Modernize facilities:** Update and improve existing facilities, including bathrooms, playgrounds, HVAC systems (air conditioning), and technology infrastructure.
 - **Optimize space utilization:** Evaluate and improve the use of existing spaces, including classrooms, common areas, and outdoor spaces.
 - **Plan for future growth:** Develop a long-term plan for facility expansion and resource allocation to accommodate the growing student population and changing demographics.

**Engineering Team Meeting #4
Strategic Plan Goal Finalization
February 10, 2025
Mount Horeb School**

This meeting marks the penultimate session for the Engineering Team to refine and approve the strategic plan goals before presentation to the Board of Education. Following the fourth Engineering Team meeting on February 10, 2025, a compilation document detailing proposed goals/priorities, potential action steps, and suggested measurable outcomes was distributed for review.

During the meeting, working groups identified their top three strategic goals and developed corresponding action items for a subset of these goals. The provided document differentiated these: goals with action steps developed by the team were highlighted green, while those without team-developed action steps were highlighted yellow. It was recommended that the Ad Hoc Committee prioritize the green-highlighted goals due to demonstrated team interest, although sample action steps were provided for the yellow goals should the Committee choose to develop them further.

The compilation also included suggested measurable outcomes for each action item, derived from prior meeting data and best practices, offered as a courtesy for consideration and potential adjustment.

The established next steps involved an initial review of the goals and action steps by the administrative team, followed by a review and refinement phase by the Ad Hoc Committee. Upon completion of the Committee's feedback, a final draft will be distributed and reviewed during the final Engineering Team meeting on February 25, 2025.

Engineering Team Meeting #5

February 25, 2025

A. L. Tomaso School

In this final session, the Engineering Team worked with feedback from stakeholders, district administration, and the Ad Hoc Committee for Strategic Planning to review and refine the emerging themes into finalized goals, essentially, “landing the plane!”

- **Opening:** District Administrators welcomed the team and reviewed current achievements, specifically addressing potential overlaps between proposed goals and existing initiatives to avoid duplication.
- **Goal Review & Discussion:** The team broke into groups to review the final language of the proposed goals, followed by a full-group presentation and feedback session. This served as a final opportunity for team members to provide input, comments, and questions on the goals.
- **Key Topic Deep Dive:** Dedicated time was allocated for focused discussion on critical issues, notably the "preschool issue" and other matters related to facilities and growth, ensuring these high-priority items received specific attention.
- **Five-Year Outcome Visioning:** Through a facilitated activity, the team projected and articulated the desired five-year outcomes for each strategic goal.
- **Goal Approval Gauge:** The meeting culminated in gauging the team's overall confidence and approval of the nearly finalized goals, seeking recommendation to advance them to the Board.
- **Closing & Next Steps:** The session concluded with acknowledgments and an outline of the subsequent steps, including final review by the Ad Hoc committee and the plan's presentation to the Board and the wider community.

WARREN TOWNSHIP SCHOOLS

2025-2030 Strategic Planning Proposed Goals

Student Learning

Goal 1.1: Elevate Academic Rigor and Engagement:

We will elevate academic rigor across all disciplines by implementing research-based instruction, and providing collaborative, project-based learning experiences that foster independence, critical thinking, leadership, and engagement, preparing students for future success.

Goal 1.2: Personalize Learning and Provide Comprehensive Support for All Learners

We will implement a comprehensive system of assessment, intervention, and support to meet the diverse academic, social, and emotional needs of all learners. Through a Multi-Tiered System of Support (MTSS), we will ensure equitable access to high-quality education by integrating targeted interventions, differentiated instruction, and social-emotional learning (SEL) within inclusive learning environments.

Student and Staff Well-Being

Goal 2.1: Foster a Safe, Supportive, and Inclusive School Climate

We will create and sustain a secure, inclusive, and engaging school environment that prioritizes the well-being of students and staff. This includes implementing proactive safety measures, enhancing emergency preparedness, promoting a culture of belonging, and ensuring that all school spaces support both physical and emotional security.

Goal 2.2: Strengthen Mental Health and Wellness Supports

We will expand access to mental health resources and wellness initiatives for students, staff, and families. Through wraparound services, strong community partnerships, and targeted interventions, we will ensure equitable access to supports that promote resilience, reduce stigma, and foster a culture of well-being.

Planning for Growth

Goal 3.1: Plan for Enrollment Growth and Space Needs

We will anticipate and address enrollment growth through strategic planning that ensures fiscal responsibility, sustainable expansion, and the preservation of small class sizes. This includes assessing the long-term impact of population trends, identifying opportunities for facility expansion, and ensuring that early childhood and special education programs have the space and resources needed to support all learners effectively.